**SUNY Cortland Teacher Education**

**Conceptual Framework Learning Outcomes**

SUNY Cortland’s teacher education programs provide opportunities and experiences to ensure that candidates develop the knowledge, skills, and dispositions required for effective teaching. The following thirteen proficiencies assure that SUNY Cortland teacher candidates will make a difference in the classroom and beyond.

***KNOWLEDGE BASE –*** Candidates will:

1. Demonstrate a solid foundation in the arts and sciences;

2. Possess in-depth knowledge of the subject area to be taught;

3. Understand how students learn and develop;

4. Manage classrooms structured in a variety of ways to promote a safe learning environment;

5. Know and apply various disciplinary models to manage student behavior.

6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students;

7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry;

***STANDARDS –*** Candidates will:

8. Know state and national standards, integrate curriculum across disciplines, and balance historical and contemporary research, theory, and practice;

9. Demonstrate appropriate professional dispositions to help all students learn;

***DIVERSITY –*** Candidates will:

10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential;

11. Foster understanding of and respect for individuals’ abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class, and sexual orientation.

***ASSESSMENT –*** Candidates will:

12. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.

***TECHNOLOGY –*** Candidates will:

13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.

**SUNY Cortland Teacher Education**

**Conceptual Framework Learning Outcomes**

**Elaborated**

***Knowledge Base***

Candidates should **demonstrate a solid foundation in the arts and sciences**. The philosophical commitment to a solid foundation in the arts and sciences in our teacher education programs can be traced to the space John Dewey (1916, 1938) granted for the liberal arts in connecting the growth of democracy and sound educational practice. Education must not only provide candidates the opportunity to acquire a broad foundation in the arts and sciences; it must teach them to critically analyze that knowledge and to recognize its often contested nature (e.g., Banks, 1999; Apple, 2004; Nieto and Bode, 2008).

Candidates should **possess in-depth knowledge of the subject area to be taught**. Alongside preparation in pedagogy and methods, teachers’ subject matter knowledge has consistently been shown to relate positively with student achievement (e.g., Wiggins & McTighe, 1998; Darling-Hammond and Youngs, 2002; Marzano, 2009).

Candidates should **understand how students learn and develop**. Effective teachers must be aware of theories of child development and learning in order to select appropriate pedagogical strategies and materials to support cognitive, social, physical, and emotional growth in all students (Darling-Hammond, 1998). Candidates in the SUNY Cortland teacher education program acquire understanding of a broad range of historical and contemporary developmental and learning theories (e.g., Gardner, 1993; Piaget, 1970; Vygotsky, 1978).

Candidates must **manage classrooms structured in a variety of ways to promote a safe and orderly environment for learning** and to teach the skills of living responsibly in society (Butchart & McEwan, 1998). Candidates must demonstrate competence in establishing an optimal learning environment (Marzano, Marzano & Pickering, 2009); they must understand the theoretical perspectives and practical applications of strategies for effective classroom management and discipline, ranging from humanistic to behaviorist approaches. Candidates discuss classroom management, review a range of models and begin developing their approach, which will be ongoing throughout the program Teachers must be mindful of the diverse needs of students (Grossman, 2004) as well as aware that the skills and attitudes students learn are powerfully related to the nature of the society. Democracies give great power to citizens; responsible citizenship is built in some part through what students learn from teachers’ approach to classroom management and discipline (Ayers, Kumashiro, Meiners, Quinn & Stovall, 2010). Candidates develop individual classroom plans, based on the needs of the students they will teach.

***Professional Commitments***

Candidates **promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, and cultural institutions as well as parents and other caregivers for the benefit of students**. Research demonstrates that family involvement in schools has an especially positive impact on student achievement (Fan & Chen, 2001; Lareau, 2003) and can also lead to improved teacher morale and empowered parents and communities (National Coalition for Parental Involvement in Education, n.d.).

Throughout courses in pedagogy and practical experience in the field, SUNY Cortland’s teacher candidates examine and discuss the impact of collaboration with parents, school personnel, the community and other organizations and agencies on the teaching and learning environment and on student performance and achievement (Laureau, 2003). Further, candidates develop strategies to foster positive relationships with these external constituencies and during their clinical experiences have the opportunity to implement these strategies. The Chancellor’s Action Agenda specifically requires that candidates’ field experiences include collaboration with parents. Both the TEC Advisory Group and partnership schools are currently discussing additional measures to enrich candidates’ understanding of the importance of home-school-community communication and to enhance candidates’ opportunities to collaborate.

In addition, candidates must **continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry**. Although the term *reflective practitioner* first appeared in Donald Schon’s book *The Reflective Practitioner* (1983), the concept was discussed much earlier and indeed, the idea of professional reflection appeared in the works of John Dewey (1916; 1938). Darling Hammond (1993) cites the contemporary vision of Dewey’s work which is applicable even today: “With the addition of a few computers, John Dewey’s vision of the twentieth-century ideal is virtually identical to recent scenarios for 21st century schools” (p. 755).

Technical skills, knowledge, behavior and ethical and political judgments are critical components of reflective thought and effective teaching (Zeichner & Liston, 1996). As such, the reflective practitioner (Schon, 1983) keeps abreast of current research and technology in the field as an aspect of professional development. The reflective practitioner is constantly reading, researching, analyzing and questioning issues in the profession (Berliner & Biddle, 1995), (Ayers, et al., 2010). SUNY Cortland’s teacher education programs regard reflection as a lifelong process for educators. As part of the reflective process, public school teachers and college faculty should collaborate to design effective and up-to-date curriculum for teacher education programs (Goodlad, 1990; Darling-Hammond, 2006).

Similar collaboration may result in the joint advocacy toward additional funding to promote effective teacher education programs. SUNY Cortland collaborates with teachers and district administrators through the Teacher Education Council Advisory Group, individual teacher membership on Teacher Education Council subcommittees, the Cortland City Professional Development School initiative, the Regional Professional Development School initiative, and through collaboration on grants.

Finally, professional development from pre-service teacher preparation through in-service professional development can be traced through implementation of a professional portfolio. Campbell, Cignette, Melenyzer, Nettles & Wyman (2001) suggest that portfolios be organized according to INTASC Standards, with artifacts and documentation provided for each standard. Kaplan and Edfelt (1996) also advocate for implementation of the INTASC Standards: “The complexity of the principles suggests that learning to teach requires a coherent, developmental process focused on integrating knowing and doing, with critical reflection as an inherent practice” (p. 26). The process of teacher candidate development can be viewed clearly via portfolio review. All teacher candidate portfolios at SUNY Cortland contain reflective work; discussion is underway within programs and in the Teacher Education Council regarding formatting of portfolios to the INTASC Standards. Some programs have initiated portfolio development through use of TaskStream as a means of monitoring and assessing candidate development.

***Standards***

Our candidates **integrate curriculum among disciplines and balance historical and contemporary research, theory, and practice**. In considering curriculum integration, outside the classroom one does not typically encounter problems rooted in a single discipline, but rather one is more often confronted with the need to solve problems using information associated with a variety of approaches. Similarly, when learning is perceived as disconnected from a meaningful context, students’ full engagement in the process is minimized. As such, candidates’ ability to help students make these connections, across disciplinary boundaries or from what is learned in the classroom to the real world is a hallmark of effective teaching. It follows that in order for teacher candidates to help students make these connections, they must be able to see the connections themselves and develop and implement curricula that link knowledge across various areas of study (Bellanca & Brandt, 2010).

There is much support in the literature for an integrated curriculum (Marzano & Brown, 2009), which is defined by Shoemaker (1989): “… education that is organized in such a way that it cuts across subject matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive” (p. 5). Drake (1998) devotes an entire volume to research that demonstrates the many benefits of this educational approach, including increases in learning, motivation for learning, and the ability to apply concepts and utilize higher-order thinking, as well as decreases in math anxiety and disruptive behavior.

Candidates’ understanding of the social, historical and philosophical context of education informs their critical analysis of existing theory and practice. (Wiggins & McTighe, 1998; Trilling & Fadel, 2009). During courses in pedagogy, SUNY Cortland teacher candidates review and discuss state and national standards appropriate to the content and developmental level of their certificate. Candidates examine curricular guides and design and implement lesson plans and units that integrate knowledge across disciplines, relate to real life, and align with the standards. Candidates’ implementation of lesson plans with classroom students during field

experience or student teaching is monitored and evaluated by the cooperating teacher, instructors and college supervisors. Candidates reflect on their work and select representative samples of their most effective curriculum design and lesson planning for inclusion in their professional portfolio.

With respect to balancing historical and contemporary research, theory, and practice, John Dewey observed that educational history was as relevant in 1916 as in the past in addressing existing problems and issues in education (1916). The observation continues to be significant today. If teacher candidates are to be successful in educating the next generation, they must appreciate the work of pioneers in education on whose work we build and from whom we gain insight into the complex world of teaching and learning. However, quality preparation of teacher candidates also requires a willingness to evaluate existing theories and knowledge on an ongoing basis, making revisions as necessary, as revealed through sound empirical methods. Related to this notion is the fact that no knowledge is “neutral” since it inherently reflects the socio-cultural context in which it emerges, as well as the values and socialization of the researchers who generated it (Banks, 1999; Oakes, Rogers and Lipton, 2006). SUNY Cortland’s teacher education programs strive to produce candidates who evince this kind of “healthy skepticism” when evaluating research information on curriculum, instruction and educational practice in general.

In addition, all teacher education programs at SUNY Cortland require either a Foundations of Education course or infusion of educational foundations instruction in methods courses. Each program includes critical review and discussion of educational trends from early research to the present, and best practices in education are discussed in methods course and implemented during practical experiences and student teaching.

As a second outcome included in SUNY Cortland’s Standards “branch,” candidates must **demonstrate good moral character**. Movement toward character education in the nation’s schools has been in motion for some time and is extremely strong at present. As discussed earlier, SUNY Cortland aspires to be a college of character, and it is our intention that candidates learn to educate for character as well as for intellect. They embody the highest ethical standards in establishing and maintaining a psychologically and socially safe, respectful and supportive environment offering stability, security, affirmation, acceptance, connections to community, and access to basic resources so that all children can learn (Noddings, 2002; Charney, 2002). SUNY Cortland teacher education programs expose candidates to the various concepts, ideas and strategies developed by leading researchers in the field of character education, with special emphasis placed on teaching strategies that are effective in implementing a comprehensive character education program (Lickona, 1991; Kohn, 1997).

Teacher candidates at SUNY Cortland demonstrate good moral character in multiple ways, first by self-reporting on the Application to Teacher Education. SUNY Cortland reviews candidate dispositions as well. Judicial screenings are conducted by the Judicial Affairs office prior to acceptance into the program and at the point of eligibility to student teach. Candidates are expected to demonstrate professional ethics throughout the 100 hours of fieldwork and the student teaching experience. Cooperating teacher, instructors and supervisors discuss any problems in this area directly with the teacher candidate at formal and informal meetings, observation debriefings or during the three-way discussion of the student teaching evaluation.

New York State requires fingerprinting for certification and two background checks, one by the Criminal Justice Department and one by the FBI. All teacher candidates file fingerprints with the NYSED and increasing numbers of school districts are requiring fingerprinting before placing practicum or student teaching candidates.

***Diversity***

Candidate Learning Outcomes 10 and 11 state that “Candidates will apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential” and “Candidates will foster understanding of and respect for individual’s abilities, disabilities and diversity of variations in ethnicity, culture, language, gender, age, class, and sexual orientation.” Effective teachers must assure that all students can learn, through use of a variety of teaching strategies that address the individual needs of students in both academic and social areas (Grossman, 2004). The need for multiple teaching strategies has been acknowledged consistently throughout the literature, evident from Bruner (1960) to the present day. As observed by Bruner, “In sum, then, the teacher’s task as communicator, model, and identification figure can be supported by a wise use of a variety of devices that expand experience, clarify it, and give it personal significance” (p. 91). Candidates are encouraged to recognize the range of diversity and to differentiate planning and implementing lessons to address diversity, including application of Gardner’s theory of multiple intelligences (1983), which distinguished among different types of learners and suggested ways to teach each effectively. Knowledge and ability to teach in an inclusive setting has become increasingly important, as has the ability of the teacher to manage classrooms with students from differing socioeconomic backgrounds, diverse populations and from homes where the native language is not English. Collaborative, student-centered classrooms have long been considered a useful forum for learning (Goodlad, 1984, Grubb & Tredway, 2010). At SUNY Cortland all teacher candidates receive training and experience in the use of multiple teaching strategies, collaborative learning, inclusive settings, and literacy. Candidates also engage in 100 hours of pre-student teaching as well as student teaching experiences in a variety of school settings and with diverse student populations where their training is put into practice.

As a second outcome related to *Diversity*, our candidates must **foster respect for individual’s**

**abilities and disabilities and an understanding and appreciation of variations of ethnicity,**

**culture, language, gender, age, class, and sexual orientation.** Just as educators must

understand the similarities that characterize children’s learning and development, they must

recognize the many ways children differ from each other and how these differences can influence

teaching and learning (Grossman, 2004; Delpit, 2006). In addition, it is increasingly important in our multicultural society that educators transcend simple knowledge and “tolerance” of differences among humans, and in fact appreciate and respect those differences. Such attitudes are necessary in part because they help ensure that children have an optimal learning experience regardless of their background and other characteristics. They are also necessary because educators have a critical modeling effect on children, many of whom respond aversively to any kind of difference in others. As such it is important for children to sense and see that their teachers view individual variations in a positive fashion (Grubb & Tredway, 2010).

In the past decade few issues in the field of education have generated more attention than this

one, with much of the relevant literature falling under the umbrella of “multicultural education”

(e.g., Banks, 1999; Gay, 1994; Nieto, 2000). More modern authors, however, owe a great debt

to anthropologist John Ogbu (1974; 1978) who was one of the first to attempt to tease out the

contributions of racial/ethnic status, culture, and social class in explaining why American public

education was “failing” poor ethnic minority children, especially blacks and Hispanics. Thirty

years after Ogbu’s initial writings, public education continues to face the same challenges he

described in the 1970’s. These challenges include: ongoing differences in children’s school

achievement based on their ethnic status and social class (Gay, 1994), the occurrence of “cultural

clashes” between the school and a student’s home and community (Banks, 1999; Delpit, 2006),

and the tendency for teachers to respond to children on the basis of stereotypes the teachers hold

regarding the child’s race/ethnicity and social class (Delpit, 2006). More positively, a significant

number of recommendations have also emerged for overcoming these challenges (e.g., Delpit,

2006; Grossman, 2004; Nieto, 2000).

The *No Child Left Behind* Act (2002) includes provisions for taking these variations into account. As an example, annual progress toward standards for each state, school district, and school is measured by sorting test results for students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited proficiency in English. Results are also sorted by gender and migrant status. Since these results must be included in state and district annual reports, any “achievement gaps” between particular student groups are clear and public, with the intent that these gaps can be closed through appropriate intervention.

It is also notable that the NCLB Act addresses the special needs of children who are gifted and talented. Finally, although early “multicultural education” initiatives focused exclusively on race and ethnicity, more recently there has been growing recognition of other factors that contribute to children’s “difference,” including social class, disability status linguistic variations and sexual orientation (e.g., Delpit, 2006; Grossman, 2004 ; Mercer & Mercer, 1998; and Nieto, 2000).

SUNY Cortland exposes candidates to the origins and characteristics of racism, sexism, and other forms of oppression, at both the individual and institutional levels and in both this country and in a global context as part of its General Education Program. The College requires students to take coursework in Prejudice and Discrimination. In addition, all teacher candidates are required by NYSED to complete a year of college-level study of a foreign language, including awareness of other cultures as part of their preparation for teaching a diverse student population. A web-based interactive ESL module developed to enhance candidates’ understanding of different cultures is currently being redesigned to more effectively address teacher candidates’ understanding and response to students whose home language is not English.

***Technology***

Our candidates must **demonstrate sufficient technology skills and the ability to integrate**

**technology into classroom teaching/learning**. Access to computers, the internet and e-mail has

exponentially increased since the last NCATE Accreditation visit. Lower-cost technology has narrowed the gap between those who have computer access and services and those who do not, making them more accessible to those from lower income families and poorer school districts; digital infusion has become a realizable goal.

The impact of technology and computers on learning and development has been consistently substantiated (Papert, 1980), but effective computer instruction requires thoughtful guidance by educators is a challenge (Trilling, B. & Fadel, C. (2009). Instruction in this area must facilitate critical thinking and higher-order learning, helping students understand historical perspectives of technology and science as they interact with cultural developments in order to understand their eventual impact on culture and the environment (Floden & Ashburn, 2006). New and effective learning and teaching approaches will continue to be a key focus for educators; candidates must know how and when to use computers, how to understand their potential in enhancing learning, and how to integrate computers and technology most effectively and appropriately into the curriculum **(**Ribble & Bailey, 2007).

SUNY Cortland has a number of requirements in place to ensure students’ technology competence. All SUNY Cortland students complete two writing intensive courses for graduation, one of which must be in the major. Writing intensive (WI) courses require that students use technology for research in preparation of writing a 25-30 page term paper. This requirement typically represents the first step that teacher candidates take to demonstrate their information technology general skills. Sixty-five technology classrooms on campus at present provide access to instruction in technology as well as demonstration of expertise. Technology support is available to faculty and candidates through workshops and individual attention online or at a Help Desk in Memorial Library. Candidates have access to computers, computer based information systems, software applications, computer hardware, and information databases. There are two video-conferencing facilities and some portable systems available for faculty use. The technology has been used for video conferencing in a variety of areas such as communication with partner schools in Australia where teacher education candidates complete one student teaching experience, and between teacher education classes and partner schools where in service teachers demonstrate planning strategies, and implementation of lessons. Technology is also available to allow real-time observation of classes in the SUNY Cortland Childcare Center.

Methodology courses serve as the main source for fulfillment of technology performance outcomes in the content area. Candidates must demonstrate use of technology in lesson planning, unit planning and classroom presentations. For example, candidates demonstrate integration of presentation software, development of web-based resources and the use of classroom management software. Prior to student teaching, candidates receive training in identification and implementation of appropriate software for teaching in the field. Student Teaching candidates are expected to demonstrate use of appropriate technology in classroom instruction and are evaluated by the cooperating teacher and the College supervisor. Some teacher education programs have moved to the use of electronic portfolios. The TEC has identified TaskStream as a program that will be essential in facilitating two-way communication between programs and the unit. An electronic portfolio model is currently used in the Thematic Methods Block for the Childhood Education Program.

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